

# Asilomar 38

## Reform, Revolution, and the English Teacher

Asilomar Conference Grounds  
Pacific Grove

September 23-25, 1988



Curriculum Study Commission  
Central California Council of Teachers of English







## PROGRAM

### Friday, September 23

- 3:30 p.m. Registration begins
- 4:30-6:00 p.m. Wine and cheese reception hosted by CCCTE Executive Board
- 6:00-7:00 p.m. Dinner
- 7:30-9:00 p.m. General Session I  
Adam Urbanski, President, Rochester Teachers' Association, and Vice President, American Federation of Teachers
- 9:15-10:00 p.m. Group Session I

### Saturday, September 24

- 9:10 a.m.-12:00 p.m. Group Sessions II and III
- 12:00-1:00 p.m. Lunch
- 1:30-3:00 p.m. Group Session IV
- 4:00-6:00 p.m. Reception
- 6:00-7:00 p.m. Dinner
- 7:30-8:30 p.m. Conversations with J. California Cooper, Writer-in-Residence
- 8:45-10:00 p.m. *Around the Hearth*
- Gerald Haslam, author of *Voices of a Place: Literary and Social Essays from the Other California*, reading from his novels
  - Panel on re-vision of the state's English curriculum
  - National Writing Project films on writing
  - Writers reading their own writing
  - The late show (film title to be announced)

### Sunday, September 25

- 9:00-10:00 a.m. Group Session V
- 10:30 a.m.-12:00 p.m. General Session II  
Claire Pelton, former English teacher, presently Supervisor of Curriculum, San Jose Unified School District; Vice Chair, The National Board for Professional Teaching Standards (The Carnegie National Board)
- 12:00-1:00 p.m. Lunch

## Featured Presentations

### ADAM URBANSKI

Adam Urbanski, President, Rochester (N.Y.) Teachers' Association and Vice President of the American Federation of Teachers, stumps nationally for educational reform and for teacher professionalism. An Adjunct Professor of TESOL at Nazareth College, Rochester, Dr. Urbanski serves on the National Board for Professional Teaching Standards. In Rochester he proposed and designed a peer assistance and review program, career in teaching plan, teacher evaluation of administrators survey, and the Dial-A-Teacher Service. Dr. Urbanski served on AFT's Task Force on the Future of Education and received the Phi Delta Kappa (Rochester Chapter 1983) Leadership in Education Award.

### J. CALIFORNIA COOPER,

Writer-In-Residence

A native of Berkeley, J. California Cooper is the author of three books, *A Piece of Mine*, a short story collection cited by the American Library Association as one of the Notable Books of 1985, *Homemade Love*, and *Some Soul to Keep*. She has written seventeen plays, many of which have been produced for the stage, radio, and college campuses, and in 1978 she was named Playwright of the Year for *Strangers*. She makes her home in a small Texas town, where she is at work on a novel.

### CLAIRE PELTON

Claire Pelton brings to our profession the experience of many years as an educational leader. She is at the forefront of school reform, both nationally and at the local level. She serves as Vice Chair of the National Board for Professional Teaching Standards and holds a place on the National Steering Committee for the Carnegie Teacher Assessment Project. Having completed a teaching career in the Mountain View-Los Altos Union High School District, Ms. Pelton was hired as Supervisor of Curriculum in the San Jose Unified School District. Ms. Pelton also works for the California State Department of Education as a consultant to the California Assessment Program Writing Development Committee.



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## Workshop Sessions

The Asilomar conference is built on group sharing; each person meets with one workshop group throughout the weekend. Although each group will have a resource person, these people are not intended to function as lecturers. Rather, it is the workshop participants themselves who help determine the direction of the discussion which evolves from the program description. This emphasis on good talking, on pursuing intellectual interests together, has given the Asilomar conference its singular reputation.

Please select the workshop—both first and second choice—in which you will enjoy being a contributing member. (You are asked to submit two choices since continuation of each workshop depends on the number of sign-ups.)

Letters following titles indicate grade-level focus:

- E Elementary
- M Middle
- S Secondary
- C College
- G General (all levels)

### 1. California Young Reader Medal Books in the Classroom (E,M,S)

Group members will read and discuss the books nominated for the 1988-89 school year. Participants will share book talking techniques and generate effective classroom strategies and activities for specific grade levels. Suggested reading: (Primary) Carol Carrick, *What Happened to Patrick's Dinosaurs?*; Valerie Flournoy, *Patchwork Quilt*; Ina Friedman, *How My Parents Learned to Eat*; Patricia McKissack, *Flossie and the Fox*; Sarah Wilson, *Beware the Dragons*; (Intermediate) Jamie Gilson, *Hello, My Name is Scrambled Eggs*; Johanna Hurwitz, *Hot and Cold Summer*; Elizabeth Winthrop, *Castle in the Attic*; (Junior High) Ronald Kidd, *Sizzle and Splat*; Joan Nixon, *The Stalker*; Margaret Rostkowski, *After the Dancing Days*; (Senior High) Eve Bunting, *Face at the Edge of the World*; Pamela Conrad, *Prairie Songs*; Gloria Miklowitz, *War Between the Classes*.

### 2. Childhood, Innocence and Enlightenment in J.D. Salinger (S,C)

Many of J.D. Salinger's works hinge on one or more of the following elements: the insight of a precocious child, the redeeming aspects of innocence or a climactic moment of an intense revelation. Group members will examine and discuss these elements as they affect and help clarify *Nine Stories*, *Franny and Zooey*, and *Catcher in the Rye*. Suggested reading: Gerald Rosen, *Zen in the Art of J.D. Salinger*.

### 3. From Hazelwood to Headlines (M,S)

This workshop will examine topics in journalism ranging from the new Supreme Court decision to setting headlines on a laser writer. Participants will also share classroom approaches for obtaining U.C. English credit for journalism classes.

### 4. Literature and Composition in the Multilingual Classroom (E,M)

What methods and materials do we use with ESL students to provide reading, writing, listening and speaking activities that are

### 11. Connecting Students with Literature: From Personal Writing to Writing About Ideas (M,S)

Specific approaches and activities for teaching literature help students care about what they read and connect their lives with literary selections. Workshop discussion and activities will suggest ways for students to write about ideas (exposition) without reliance on formulas. Participants will receive a short literary selection to read in advance of the conference.

### 12. Getting into the Core (M)

Participants will discuss different strategies for selecting titles and developing literature units for an integrated language arts program. The emphasis will be on middle school, but the session will be applicable to all levels.

### 13. Literature-Based Language Instruction in a Whole Language Setting (E)

The group will focus on literature-based instruction for emerging readers. Participants will explore the bridge between literature-based programs and whole language theory by sharing whole language philosophy, sample lessons, and student products. Discussion will include evaluation and assessment techniques, and cover collaboration and instructional planning. Suggested reading: Ken Goodman, *What's Whole in Whole Language*; Frank Smith, *Insult to Intelligence: The Bureaucratic Invasion of our Classrooms*; State Dept. of Ed., *English Language Arts Framework, K-12* and *Model Curriculum Guide, K-8*.

### 14. Portfolio Assessment: Teachers and Students Working Together to Reclaim the Evaluation Process (G)

Teachers protest the mandate to shape their curriculum to fit the demands of external tests. This group will explore ways to transform assessment into a positive influence on teaching and learning. The workshop will consider ways to use portfolio assessment in the classroom, school, and district, and ways to help students create portfolios. If they use them, participants should bring one or two student writing folders, but examples of portfolios will also be provided and articles on portfolio assessment distributed.

### 15. Teaching Faulkner (S,C)

Group members will participate in a weekend recreating the spirit of a National Endowment for the Humanities summer seminar. Resource people will share their experiences in Faulkner country as the group examines ways to teach a writer who so compels and challenges students. Suggested reading: one of the following novels: *Light in August*; *The Sound and the Fury*; *The Unvanquished*; short stories: "A Rose for Emily," "Barn Burning," "That Evening Sun," and "Two Soldiers."

### 16. Tests in an Integrated, Literature-Based Program (G)

It is imperative that the state testing program be changed to reflect an integrated, literature-based program as stated in the new framework. The current tests of reading and literature based on subskills must go. An Asilomar group some years ago first proposed that a writing sample with holistic scoring be



**21. Broadening the Definition of Literacy (G)**

Is there more than one way to be smart? This session will explore the notion of multiple forms of intelligence and the implications of new definitions of literacy for reshaping the English and language arts curriculums. What new kinds of lessons do we dare to create to improve the quality and diversity of experiences in English and language arts classrooms? Suggested reading: Howard Gardner, *Frames of Mind*; Bob Samples, *Openmind/wholemind*.

**22. Multi-Cultural Mysteries (M,C,S)**

Sleuthing fans or not, participants will discover the classroom potential of this appealing genre. We will focus on Judith Stephens' perspective and experience in writing *Borrowed Rites*, set in both Afghanistan and the Bay Area. Group members will discuss how to "excavate" and convey anthropological insights in excellent ethnic, sub-cultural, and historical mysteries. Participants should bring favorite titles for a joint bibliography. Suggested reading: Tony Hillerman, *Dance Hall of the Dead* (the Zuni, Navajo); Judith Stephens, *Borrowed Rites*; Arthur Upfield, *The Will of the Tribe* (Australian aborigines); Robert van Gulik, *Murder in Canton* (China, 600 A.D.).

**23. E.M. Forster: Fictional Transformation (S,C)**

*The Hill of Devi* contains letters written from India about experiences out of which Forster's last novel, *A Passage to India*, grew, together with a framing commentary. The group will explore the way in which Forster's concerns change as he translates those experiences from non-fictional reportage into the requirements of a complex fictional form. Suggested reading: E.M. Forster, *A Passage to India* and *The Hill of Devi*.

**24. Teachers Writing Their Stories (G)**

Workshop participants will write and help others write anecdotes, poems, stories, or tales that capture our lives as teachers. The writing may focus upon our lives both in and out of the classroom as we work to relate to our students and communicate subject matter. Work will be collected for future issues of *California English* and possible book publication. Suggested reading: Louis D. Rubin, Jr., *An Apple for my Teacher*.

**25. Literature and the Mainstream Class (E,M,S)**

Integrating language, culture, and literature motivates all students, regardless of language background, to participate and succeed in classroom activities. Teachers will explore ways of encouraging student participation. Participants should bring 25 copies of a poem, a short story, a short play, or a section of an autobiography that works. The resource persons will provide other pieces.

**26. Isabel Allende's "Magic Realism" and Contemporary Reality (S,C)**

Isabel Allende's *The House of the Spirits* marked the appearance of a major international writer. Her epic of the Trueba family—their loves, their ambitions, their spiritual quests, and their roles in the politics of their times—involves us in an intriguing world of "magic realism" and contemporary reality.

**Conference Fees****Registration****Early Registration (by July 1)**

Participants will receive a \$5 reduction by paying all conference fees (registration, lodging and meals) by July 1, 1988.

**Regular Registration (by September 10)**

Because a predetermined number of rooms on the Asilomar grounds have been reserved for this conference, registrations are processed in the order they are received until all spaces are filled. To be assured of accommodations, participants must register by paying all fees by September 10, 1988.

**Refunds**

For cancellations, a refund, minus a \$15 processing fee, will be granted if requested by September 10. No refunds will be granted after September 10, 1988.

**Late Registration (after September 10)**

The Asilomar management's strict procedures now make it impossible to guarantee on-grounds accommodations for late registrants. Participants interested in registering after September 10 must call the Conference Registrar, John Cotter, (415) 357-5425 to determine whether rooms are still available on the conference grounds. **No on-site registrations are taken.**

**Lodging and Meals**

The accommodation fee includes two nights' lodging and six (6) meals, Friday dinner, served from 6:00 to 7:00 p.m., through Sunday lunch.

**Please note:** Only a very limited number of single rooms are available. Recent renovations have increased the fee for previously cheaper accommodations. All room assignments are on a first-come, first-served basis.

Monterey Peninsula residents may register for the conference on a nonresidential basis by paying the off-grounds fee of \$15. Meals are not included; however, individual meal tickets may be purchased at the Asilomar office.

**Saturday Reception**

For an additional \$5, participants may attend the reception on Saturday afternoon. Both alcoholic and non-alcoholic beverages will be available.

**Membership Fees**

Members of CCCTE or any other regional affiliate of the California Association of Teachers of English (CATE) pay the reduced registration fee.

Those who pay the non-member fee automatically receive a one-year membership (\$30.00) in CATE, effective October 1, 1988, which entitles them to reduced rates at other conferences, including the annual CATE convention, and a one-year subscription to *California English*. Current CATE members or those whose membership has expired recently may renew their membership at the Asilomar conference registration desk.



experience and/or literature based? Group members will explore creative ways of building a rich ESL program. Participants should bring samples of exciting materials, successful ideas, and student work to share with the group.

#### 5. Nadine Gordimer: A Personal/Political Writer (S,C)

Nadine Gordimer, born, raised, and living in South Africa, has been called one of the most accomplished writers now working in English, "extraordinary not only for her style but also for her moral concern." Participants should read at least one of her eight novels plus a short story from one of her eight short story collections. Suggested reading: Nadine Gordimer, *Selected Stories and Something Out There*.

#### 6. Philip Roth: "The Quartet" (S,C)

Philip Roth has produced a quartet of novels, *The Ghostwriter*, *Zuckerman Unbound*, *The Anatomy Lesson*, and *Counterlife*, which presents the rise of Nathan Zuckerman, Jew, novelist, lover, husband, alien. Group members will consider these and other roles of Roth's major character as embodying themes developed in the four novels. Suggested reading: Philip Roth, *Counterlife and Zuckerman Unbound*.

#### 7. Poetry and Myth (G)

Poets have always found inspiration for their poems in the classic human situations and relationships of myth. As participants in the Asilomar poetry workshop, teachers and poets are invited to share contemporary poems based on mythic stories and themes, then work on drafts of their own poems to share with the group. Group members should bring 15 copies of contemporary poems based on myths.

#### 8. People at Risk (G)

Participants will examine the major characters of two Tennessee Williams' plays, *Sweet Bird of Youth* and *Night of the Iguana*. They will read aloud from the plays in a readers' theater format, write and share responses to particular scenes and dialogue, and investigate and discuss the "at-risk" situations, both in their dramatic settings and in their real life possibilities. Both plays are available in one volume, *Three by Tennessee* (Signet). Suggested reading: D. Spoto, *The Kindness of Strangers (The Life of T. Williams)*.

#### 9. Exploring Non-Fiction (M,S)

Writing by journalists, biographers, historians, and others can be an end unto itself, but it can also be a bridge to poetry, short stories, and drama. Participants should come prepared to share a lesson or series of activities centered on a piece of non-fiction, bringing copies of materials to distribute to group members.

#### 10. The Epiphanies of James Joyce (G)

The group will explore some of the dominant themes, motifs, and images in *Dubliners* and *Portrait of the Artist*, giving emphasis to Joyce's epiphanies. Discussion will provide the opportunity to compare Huston's movie of "The Dead" with Joyce's story. Suggested reading: James Joyce, *Dubliners* and *Portrait of the Artist*.

proposed that a writing sample with holistic scoring be substituted for multiple choice questions in assessing writing. We can do no less in suggesting new ways of assessing reading and literature. Participants should bring their ideas and practices to help construct a test that doesn't fragment the process. Suggested reading: State Dept. of Ed., *English Language Arts Framework*, 1987; *Journal of the IRA*, "The Reading Teacher," Vol. 40, #8, April 1987.

#### 17. Writing on the Road (G)

Freeing students from classrooms to observe and investigate in the field can encourage the reluctant ones to experiment with different points of view and genres. Participants in this workshop will hit the road and choose one of several local destinations (Point Lobos, Monterey Aquarium, The Barnyard) to explore and write about. Group members will respond to the emerging drafts, and a classroom resource publication might be the final product.

#### 18. Gerald Haslam's Stories and Essays from the "Other California" (S,C)

What is life like in the "Other California"? Gerald Haslam's regional essays and short fiction explore blue collar existence in the state's rural and small towns of the Great Central Valley. Group members will discuss selections from *Voices of a Place: Literary and Social Essays from the Other California* and *Snapshots: Glimpses of the Other California*. Suggested reading: Gerald Haslam, *The Man Who Cultivated Fire: California Stories and The Wages of Sin*.

#### 19. Understanding the Storyteller (S,C)

Why do we choose to tell a tale the way we do: a story as a fairy tale, as a parable, as an anecdote, or as a lyric cry? With this question in mind, the group will examine the following short stories: Nikolai Gogol, "The Overcoat"; Flossie Lewis, "Like This a Woman"; Bernard Malamud, "The Jewbird"; Frank O'Connor, "First Confession"; Isaac Rosenfeld, "King Solomon"; William Saroyan, "Locomotive '38"; Jean Stafford, "Bad Characters"; James Thurber, "You Could Look It Up"; Robert Walser, "Nervous" and "The Job Application." Each participant should bring a piece of original fiction or a favorite tale from the *Norton Anthology of Modern Fiction* to share with the group. Suggested reading: Frank O'Connor, *The Lonely Voice*; the latest *Norton Anthology of Modern Fiction*.

#### 20. Thinking, Writing, and Graphics: Implementing the New Language Arts Framework (E,M,S)

The integrated curriculum, which is the heart of the new *English Language Arts Framework, K-12*, has long been the model for many English teachers. Group members will explore an integrated approach to teaching literature and composition through enabling students to conceptualize graphically. Specific suggestions for new visual ways of organizing information, along with student samples, will be available as the group works through the process of designing assignments for Monday morning.



...bringing words of magic realism and contemporary reality.  
 Discussion will focus on the themes and achievements of this novel and its unique appeal to high school students. Suggested reading: Isabel Allende, *Eva Luna*, *Of Love and Shadow*, and *The House of Spirits*.

## 27. AP and Beyond (S)

As an AP literature teacher, do you want your students to explore literature for reasons that go beyond just passing the test? While preparing for the exam, shouldn't they also learn to experience the literature for its human value and enjoyment? The group will explore several works of core literature. Participants should bring resources, ideas, and concerns to share. Suggested reading: Joseph Conrad, *Heart of Darkness*; Ralph Ellison, *Invisible Man*; T.S. Eliot, "The Love Song of J. Alfred Prufrock"; and J.D. Salinger, "For Esme - with Love and Squalor."

## Conference Bookstore

Note: Suggested reading books will be available at the conference bookstore. To place orders for books prior to the conference, phone or write:

ARTIST'S PROOF  
 460 Magnolia Avenue, Larkspur, CA 94939, (415) 924-3801

We hope all of the registration procedures are self-explanatory; however

## if you have questions . . .

### About registration or lodgings:

Write or telephone John Cotter,  
 (415) 357-5425  
 2882 Marine View Dr.  
 San Leandro, CA 94577

### For additional program information or extra copies of this brochure, please write:

Ruby Bernstein  
 615 Jackson St., Apt. B  
 Albany, CA 94706

Helen Salem  
 980 Vernal Ave.  
 Mill Valley, CA 94941

The Asilomar conference is sponsored by the Curriculum Study Commission of the Central California Council of Teachers of English, an affiliate of the California Association of Teachers of English and the National Council of Teachers of English.

## Registration Form

Please make out a separate form for each person registering.

Mail this form and your check for the full amount (made out to **Curriculum Study Commission**) to: John Cotter, 2882 Marine View Dr., San Leandro, CA 94577

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_  
number street

\_\_\_\_\_ ( ) \_\_\_\_\_  
city zip daytime telephone

Roommate(s) \_\_\_\_\_  
 (FORMS AND MONEY OF PEOPLE SHARING SHOULD BE MAILED IN SAME ENVELOPE)

School & district \_\_\_\_\_

### Please give the number of the Workshop Session preferred:

First Choice \_\_\_\_\_ Second Choice \_\_\_\_\_

Registration Fee (Includes Conference Publication)	CATE member	Non- member	Please fill in amount
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Early registration (fees paid in full by July 1):	\$45	\$75	
Regular registration:	\$50	\$80	
Late registration (after September 10):	\$55	\$85	\$ _____

### Lodging & Meals

(prices per person)

Please check desired accommodation:

RUSTIC (shared bath unless \* )

*Hill Top\**, *Tide Inn*, *Guest Inn*

2/3 to a room \$75

HISTORIC (shared bath)

*Lodge*, *Scripts*

Single \$105

2/3 to a room \$85

DELUXE (private bath)

*Sea Galaxy*, *Surf and Sand*

3/4 to a room \$85

*East Woods*, *North Woods*, *View Crescent*

2 to a room \$95

3 to a room (queen/single) \$85 \$ \_\_\_\_\_

Smoker  Nonsmoker

Nonsmoker roommate, please

Vegetarian menu on request

Off-Grounds Fee \$15 \$ \_\_\_\_\_

Saturday Reception (optional) \$5 \$ \_\_\_\_\_

Total fees enclosed. (Payable by personal check only. \$ \_\_\_\_\_  
 No school purchase orders accepted.)

Receipts will be available at CCCTE Registration Desk but will be mailed if registrant placed in second choice for discussion group.

Please check if this is your  
 first Asilomar conference

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Photography: Ken Lane

